

## Professional Competence and Work motivation as Predictors of Teacher Effectiveness among Teacher Educators working in Government District Institute of Education and Trainings of Himachal Pradesh (India)

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### ABSTRACT

This study was conducted on 101 Teacher Educators working in 12 Government District Institute of Education and Trainings of Himachal Pradesh. The aim of study was to assess the effect of Professional competence and work motivation on Teacher effectiveness among Teacher Educators working in 12 Government District Institute of Education and Trainings (DIETs) of Himachal Pradesh. The results reveals that the mean/ average score of teacher effectiveness, work motivation and Professional competence were 121.25, 98.40 & 192.19 respectively and standard deviations were as 18.29, 14.01 & 20.06 respectively. There was no significant difference in teacher effectiveness and work motivation among male and female teacher educators, but female educators were significantly differed from their counterparts male teacher educators on professional competence ( $t=2.12$ ,  $p^* < .05$ ). Results also reveals that there was a significant and positive correlation between teacher effectiveness and work motivation ( $r=.438$ ,  $p^{**} < .01$ ) & teacher effectiveness and professional competence ( $r=.513$ ,  $p^{**} < .01$ ). The results of multiple regression analyses indicate that work motivation was considered for the prediction of teacher effectiveness i.e. work motivation contributes to the regression explaining 19.2% variation ( $R^2 = .192$ ,  $F = 23.53$ ,  $p < .001$ ), and professional competence was also considered for the prediction of teacher effectiveness i.e., professional competence contributes to the regression explaining 26.3% variation ( $R^2 = .263$ ,  $F = 35.34$ ,  $p < .001$ ).

**Keywords:** Professional Competence, Work Motivation, Teacher Effectiveness, Teacher Educators and DIET.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and

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teacher performance as the way a teacher behaves in the process of teaching. In many studies reviewed here, especially in the “value-added” research, “effectiveness” is defined either implicitly or explicitly by the gains made by teachers’ students on achievement tests.

Variables That Contribute to Teacher Effectiveness Vegas and Petrow (2008) categorized the variables that influence teacher effectiveness as follows:

1. Student characteristics and behaviors. These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language.
2. School and teacher characteristics and behaviors. School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling.
3. Organizational factors. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers’ unions, parents, and community. In some countries, voucher and school-choice programs are also variables to consider.

The teachers’ competencies are the knowledge and skills required of a teacher in order to teach in the schools. (Cooper.1994) These competencies include high level of knowledge, values, skills, and personal dispositions, sensitivities, capabilities and the ability to put those combinations into practice in an appropriate way (Burke, 1989). The teachers are prepared to teach focusing these competencies (Australian Teaching Council, 1996).

Rajput, & Walia, (2001) has highlighted the following competencies that are developed in the training teacher education as: to enable teachers to act as agents of modernization and social change, sensitize teacher towards the promotion of social cohesion, international understanding and development of the human capital and rights of the child, to transform student-teachers relationship into competent and committed professionals willing to perform the identified tasks, to develop competencies and skills needed for becoming an effective teacher, to sensitize teacher and teacher educators about emerging issue, such as environment, ecology, population, gender equality, legal literacy etc., to empower teachers to cultivate rational thinking and scientific temperament among students, to develop critical awareness about the social realities and to develop managerial and organizational skills.

Work motivation is described as the psychological processes that direct, energize, and maintain action toward a job, task, role, or project (Campbell & Pritchard, 1976; Kanfer, 1990)

Robbins (2005) defines work motivation as “the willingness to exert high levels of effort towards organizational goals, conditioned by the effort’s ability to satisfy some individual needs”. Three key elements can be seen in this definition: effort, organizational goals, and needs. The effort element is a measure of intensity or drive. A motivated person tries hard. But high levels of effort are unlikely to lead to favorable job performance unless the effort is channeled in a direction that benefits the organization. Therefore, one must consider the quality of the effort as well as its intensity. Effort that is directed toward, and is consistent with, organizational goals is the kind of effort that managers and organizations should be

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seeking. Finally, motivation is a need-satisfying process. A need refers to some internal state that makes certain outcomes appear attractive. An unsatisfied need creates tension that stimulates drives within an individual. These drives lead to a search behavior to find particular goals that, if attained, will satisfy the need and reduce the tension. When the individuals' needs are compatible with the organization's goals, they may exert high levels of effort that are beneficial for the organization.

Work motivation is thus concerned with factors that energize, channel, sustain and amplify work performance toward organizational goals. Gaps between motivation and performance exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Clark, 1998).

Motivation at work not only ensures that work is done in time but also ensures that quality of work is not compromised. For motivation at work place, the environment is very important. There are many factors which affect the work place environment to increase the motivational levels of employees. Work place is all about people working together to achieve a uniform goal. So it is important that all the co-workers respect each other and never show disrespect towards each other. If employees have good understanding of the work other perform and how their duties are adding value to the organization then it is easier to create a work place where respect and responsibility prevails. Good relationship between employees also decreases the stress level and employees feel more relaxed at work place. Leader plays a key role in maintaining conducive work environment. Singh (1980) examined that teacher's motivation to work with the objective of identifying the factors that affect teacher's motivation to work. It was found that school organization, classroom teaching, evaluation and guidance, co-curricular activities and extra activities were the five main areas of teachers' motivation to work.

### **REVIEW RELATED LITERATURE**

Sukrapi et.al (2014) conducted a study on The Relationship between Professional Competence and Work Motivation with the Elementary School Teacher Performance. A sample of 71 teachers who was residing in the sub-districts Kepenuhan of Rokan Hulu districts were selected for the study purpose. Findings revealed that: (1) there was a significant positive relationship between the professional competences with of the teacher's performance, (2) there was a significant positive relationship between motivations with performance of teachers and (3) there was a significant positive relationship between professional competence of teachers and work motivation of teachers together with teachers' performance.

Sengottuvel and Syed Aktharsha(2015) conducted a study on Teacher Effectiveness and Professional Competency in School Education. Structured questionnaires were used to collect responses from the sample of 305 school teachers. The findings of study showed that the strategies of teaching aspect and teaching learning material were not influenced by demographic variables. Like that Activity based teaching, child centered practices, and evaluation techniques were not influenced by demographic variables.

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Bala and Bashir (2016) examined the Teaching effectiveness of secondary school teachers in relation to their work motivation. A sample of 200 teachers was selected from Kashmir valley. The results revealed that there was a negative and significant relationship between teaching effectiveness of secondary school teachers with work motivation.

Habib (2019) conducted a study of teacher effectiveness in relation to work motivation of secondary school teachers. A sample of 400 secondary school teachers was taken to find out the relationship between teacher effectiveness and the work motivation. The results revealed that there was a positive and significant correlation ( $r=0.13$ ,  $p^{***}<.001$ ) between teacher effectiveness and work motivation which means teachers with high work motivation exhibited a higher level of teacher effectiveness as compared to those having lower work motivation.

Mishra and Mishra (2022) conducted a study on Professional Commitment and Teaching Competency as Psychological correlates of Teaching Effectiveness and major predictors of Teaching Effectiveness. A sample of 200 secondary school teachers working under Government in Sitapur district of Uttar Pradesh was taken the study purpose. Results revealed that a positive and significant relationship was found between Professional commitment and teaching effectiveness.

Shobha (2022) conducted a study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers. A sample of 80 teachers (39 Male teachers and 41 Female teachers) was randomly selected from 10 Secondary Schools of Mysore City. Results of study revealed that there was no significant difference between teaching effectiveness and teaching competency of male and female secondary school teachers, there was no significant difference between teaching effectiveness and teaching competence of government, aided and private secondary school teachers There was a moderate or substantial positive correlation relationship between teaching effectiveness and teaching competency among secondary school teachers.

***Objectives of the study***

Following were the objectives of the study as:

- To know the level of teacher effectiveness, work motivation and professional competence among teacher educators working in Government DIETs of Himachal Pradesh.
- To study the difference on teacher effectiveness, work motivation and professional competence among male and female teacher educators working in Government DIETs of Himachal Pradesh.
- To find out the relationship of work motivation and professional competence with teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.
- To find out the influence of work motivation on teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.
- To find out the influence of professional competence on teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.

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## *Hypotheses*

Following were the hypotheses as:

- There will no significant difference on teacher effectiveness, work motivation and professional competence among male and female teacher educators working in Government DIETs of Himachal Pradesh.
- There will no relationship of work motivation with teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.
- There will no relationship of professional competence with teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.
- There will no significant influence of work motivation on teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.
- There will no significant influence of professional competence on teacher effectiveness among teacher educators working in Government DIETs of Himachal Pradesh.

## **METHOD**

Descriptive Method is used in this study. Because it is considered as one of the best methods in education, it describes the current status of the research work.

## *Population*

All the 249 teacher educators working in Government District institute of Education and Trainings (DIETs) of Himachal Pradesh constituted the population of the study for the present investigation.

## *Sample*

To conduct this study the investigator selected a representative sample of total 101 teacher educators working in Government District institute of Education and Trainings (DIETs) of Himachal Pradesh. The sample was selected from all 12 Government District institute of Education and Trainings (DIETs) of Himachal Pradesh.

## **Tools: Following tools were used for the data collection purpose as:**

- Teacher Effectiveness Scale (KTES) by UmmeKulsum (2010)
- Professional Commitment Scale for teachers by Kaur, Ranu & Brar (2011)
- Work Motivation Scale for teachers by Agarwal (2012): Adapted and standardized by the researcher.

## **Statistical Analysis**

Taking into the consideration of objectives of the study, data so collected was statistically analyzed by using mean, S.D., t - test, correlation, multiple correlations. SPSS (Statistical Package for Social Science) of 32.0 version is used to calculate and analyze the data.

## **Analysis**

**Table 1: Showing the length of service of the Teacher Educators working Government DIETs of Himachal Pradesh.**

Sr. No.	Age Interval	Frequency	% Age
1	0-5 years	23	22.78
2	6-10 years	3	2.97

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3	11-15 years	10	9.90
4	16-20 years	30	29.70
5	21 or above	35	34.65
	Total	101	100

**As per table.1:** 22.78% teacher educators of age group 0-5 years, 2.97% teacher educators of age group 6-10 years, 9.90% teacher educators of age group 11-15 years, 29.70% teacher educators of age group 16-20 year and 34.65% teacher educators of age group 21 or above were working in Government DIETs of Himachal Pradesh.

**Table 2.1: Showing the Mean/average, Standard Deviation and Errors on teacher Effectiveness, Work motivation and Professional Competence among Teacher Educators working Government DIETs of Himachal Pradesh.**

Variable	Mean	S.D	Error
Teacher Effectiveness	121.25	18.29	1.82
Work motivation	98.40	14.012	1.39
Professional Competence	192.19	20.06	1.99

As per table.2: the mean and S.D. of teacher effectiveness, work motivation and professional competence was 121.25, 98.40, 192.19 and 18.29, 14.01 & 20.06 respectively among teacher educators working Government DIETs of Himachal Pradesh.

**Table 2.2: Distribution of Teacher Educators on the Basis of Teacher Effectiveness**

Class Interval	Frequency	Percentage
201 or above	10	9.90
151-200	29	28.72
101-150	46	45.54
50-100	16	15.84
Total	101	100

Table 2.2 indicates that maximum number of teacher educators i.e., 45 (45.54%) have scored in the range of 101-150.

**Table 3: Showing the difference on Teacher Effectives, Work motivation and Professional Competence among male and female Teacher Educators working Government DIETs of Himachal Pradesh.**

Variable	Male (56)		Female (45)		T-value
	Mean	S.D	Mean	S.D	
Teacher Effectiveness	118.86	16.71	124.22	19.87	<b>1.04 (Non Significant)</b>
Work motivation	96.95	13.31	100.20	14.79	<b>1.22 (Non Significant)</b>
Professional Competence	188.34	18.52	196.82	21.09	<b>2.12*(Significant at .05 level)</b>

As per table.3 there was no significant difference among male and female teacher educators on teacher effectiveness and work motivation, but there was a significant difference among male and female teacher educators on professional competence (t=2.12, \*p<.05).

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**Table 4: Showing the Correlation between Teacher Effectiveness, Work motivation and Professional Competence among Teacher Educators working Government DIETs of Himachal Pradesh.**

Variables	Teacher Effectiveness	Work motivation	Professional Competence
Teacher Effectiveness	1	.438**	.513**
Work motivation	.438**	1	.446**
Professional Competence	.513**	.446**	1

As per table.4 there was positive and significant correlation of teacher effectiveness with work motivation ( $r=.438$ ,  $**p<.01$ ) and professional competence ( $r=.513$ ,  $**p<.01$ ).

**Table 5-A: Showing the influence of work motivation on Teacher Effectiveness among Teacher Educators working Government DIETs of Himachal Pradesh.**

Dependent Variables	Independent Variables (Beta Value)	R	R <sup>2</sup>	AdjustedR <sup>2</sup>	F-value	Significance Level
	Work Motivation					
Teacher Effectiveness	.438	.438	.192	.184	23.53	<.001

It is evident from Table.5-A that work motivation was considered for the prediction of teacher effectiveness. The t-test for the test of significance of regression coefficient shows that work motivation ( $t=4.851$ ,  $***p<.001$ ) has significant regression weight. This mean that work motivation contributed to regression explaining 19.2% variation ( $R^2=.192$ ,  $F=23.533$ ,  $***p<.001$ ) in teacher effectiveness among Teacher Educators working Government DIETs of Himachal Pradesh.

**Table 5-B: Showing the influence of Professional Competence on Teacher Effectiveness among Teacher Educators working Government DIETs of Himachal Pradesh.**

Dependent Variables	Independent Variables (Beta Value)	R	R <sup>2</sup>	AdjustedR <sup>2</sup>	F-value	Significance Level
	Professional Competence					
Teacher Effectiveness	.513	.513	.263	.256	35.34	<.001

It is evident from Table.5-B that Professional competence was considered for the prediction of teacher effectiveness. The t-test for the test of significance of regression coefficient shows that Professional competence ( $t=5.945$ ,  $***p<.001$ ) has significant regression weight. This mean that Professional competence contributed to regression explaining 26.3% variation ( $R^2=.256$ ,  $F=35.344$ ,  $***p<.001$ ) in teacher effectiveness among Teacher Educators working Government DIETs of Himachal Pradesh.

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### *Findings*

Following are the findings of the study as:

- In majority teacher educators having teaching experience 16 years or above were working in DIETs.
- The mean/average score of teacher educators on teaching effectiveness, work motivation and professional competence were 118.86, 96.95 and 188.34 respectively.
- There was no significant difference on teacher effectiveness and work motivation among male and female teacher educators but there was significant difference on professional competence among male and female teacher educators.
- There was positive and significant correlation of teacher effectiveness with work motivation (.438<sup>\*\*</sup>) and professional competence (.513<sup>\*\*</sup>) among teacher educators.
- Work motivation was considered as predictor of teacher effectiveness among teacher educators ( $R^2 = .192$ ,  $F=23.533$ ,  $***p<.001$ ).
- Professional competence was considered as predictor of teacher effectiveness among teacher educators ( $R^2 = .256$ ,  $F=35.344$ ,  $***p<.001$ ).

### **DISCUSSION**

On the basis average score of teaching effectiveness which was 118.86, it can be concluded that maximum of teacher educators were working more effectively and hence they have less scope in enhancing their teaching effectiveness after three years. Average score on work motivation was 96.95, which mean that work motivation due to dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation was high and individual to individual variation i.e., standard deviation was 13.31. The professional competence score was 188.34, which mean that teacher educators were with very high professional competence and individual to individual variation i.e., standard deviation was 18.52. The high scores indicate higher level of professional commitment of teacher educators and vice-versa. Majority of teacher educators were working more than 16 years in the DIETs of Himachal Pradesh and due to this they were more experienced and have less scope in enhancing their teaching effectiveness in the next three years.

There was no significant difference among male and female teacher educators on teacher effectiveness and work motivation, but they significantly differed from each other on professional competence. Female teacher educators were more professional competent as compare to their counterparts male teacher educators.

There was positive and significant correlation of teacher effectiveness with work motivation as well as with professional competence. It means that as work motivation as well as professional competence increased the teacher effectiveness among teacher educators. This finding draws support from the results obtained by M. Shobha (2022), Mishra & Mishra (2022) and Habid(2019). A teacher with high work motivation will have a higher level of teacher effectiveness because a motivated teacher will participate in the pedagogical processes which will be involved in academic and nonacademic activities which operate in the schools, will be more engaged in their work and more satisfied.

Work motivation and Professional Competence were found as predictors of teacher effectiveness among teacher educators. Work motivation contributed to regression explaining 19.2% variation ( $R^2 = .192$ ,  $F=23.533$ ,  $***p<.001$ ) in teacher effectiveness, while



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Professional competence contributed to regression explaining 26.3% variation ( $R^2=.263$ ,  $F=35.344$ ,  $***p<.001$ ) in teacher effectiveness.

## **CONCLUSION**

The level of work motivation and professional competence showed a direct and proportional relationship with teacher effectiveness. It means that highly motivated teacher educators tend to have higher levels of teacher effectiveness in comparison to those less motivated. Similarly, highly professional competence tends to have higher levels of teacher effectiveness in comparison to that less professional competence. Professional development programmes i.e., in service trainings on different aspects of pedagogy, faculty development programmes, classroom management, ICT etc. may be provided to the teacher educators, so that their professional competence could be enhanced. Meaningful, accurate and regular feedback should be provided to the teacher educators regarding their profession.

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***Conflict of Interest***

The author declared no conflict of interest.

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